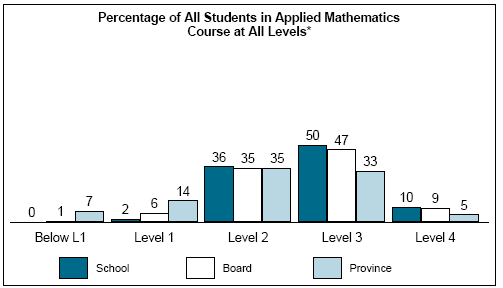
**SCHOOL A: Grade 9 Achievement Data 2008-2009**

Prepared October 2009 by Shelley Yearley, Program Consultant, TLDSB

The information included below has been drawn from EQAO IIR and SIF\*\*\*, and TLDSB ESIS files.

It is assumed that all students who wrote EQAO also completed the corresponding math credit.



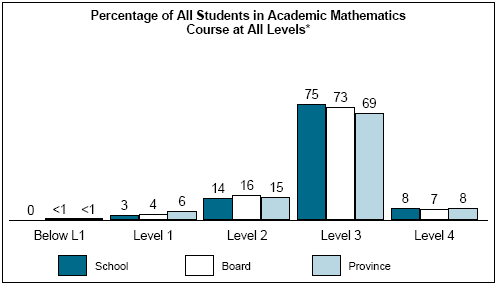
This graph shows the achievement of Grade 9 Students on the 2008-09 Grade 9 Assessment by section at SCHOOL A. The colour of the dot communicates the students’ overall level of achievement on the Grade 6 Math Assessment.

***64%*** *of all academic students achieved above 70% on their final mark and 39% were above 80%. These are significantly higher than other schools’ rates.*

*How are these students achieving such strong results in grade 9 academic?*

*How are these students faring in grade 10 academic?*









**School A**

*Doug McDougall (OISE/UT) states that 90% 0f the students who fail grade 9 applied math drop out of school. Only having two students in that situation is good. What about the 20 students who achieved in the 50-59% range –are they at risk?*

*Students who fall in the 50-59% mark range could have achieved a final mark of anywhere from 45-59%. How are these students faring in successive courses?*

*Some boards have found that students who achieve Level 1 or below on the EQAO math assessment are unsuccessful on the OSSLT. What strategies might you consider to monitor and support these four students with respect to OSSLT?*

*There are a number of students who achieved level 2 in grade 6 and level 3 in grade 9 – both in academic and applied. Note the one student who went from L2 in G6 to L4 in G9 and the other who went from B to L4 in Academic.*

**School A**

**SCHOOL A: Tracking the Grade 9 Applied Cohort Through to Grade 11**

*TLDSB Results:*

*0-50% 10%*

*50 – 59% 26%*

*60 – 69% 25%*

*70 - 79% 22%*

*80 – 89% 16%*

*90 – 100% 1%*

*What insights may be gained from this data in terms of:*

* student course selection?
* timetabling?
* teacher assignments?
* program planning?
* assessment strategies?
* student achievement targets?
* communication with parents/guardians?
* other?

How might these insights positively influence systemic structures?

Prepared October 2009 by Shelley Yearley, Program Consultant, TLDSB

The information included below has been drawn from TLDSB ESIS files.

It is assumed that most students in Grade 9 Applied Math would enroll in   
Grade 10 Applied Math and Grade 11 College Math.



**School A**

*TLDSB Results:*

*0-50% 11%*

*50 – 59% 27%*

*60 – 69% 23%*

*70 - 79% 18%*

*80 – 89% 16%*

*90 – 100% 5%*

*Students who fall in the 50-59% mark range could have achieved a final mark of anywhere from 45-59%. How are these students faring in successive courses?*

*Doug McDougall (OISE/UT) states that 90% 0f the students who fail grade 9 applied math drop out of school.   
Are these 9 students being tracked?   
 What about the 26 students who achieved in the 50-59% range?*

*9% of students failed grade 9 applied. 25% of students achieved 50 – 59%.*

*1 out of every 3 grade 9 applied student did not have enough background to be successful in grade 10 applied mathematics. How are these students’ needs being met in grade 10?*



**School A**

*TLDSB Results:*

*0-50% 10%*

*50 – 59% 27%*

*60 – 69% 24%*

*70 - 79% 21%*

*80 – 89% 14%*

*90 – 100% 4%*



*The number of students increases slightly from Grade 9 to Grade 10 and then drops in Grade 11.   
How does the composition of this cohort change?*

*Who are the students who study 9P then 10P then 11C?*

**School A**